



Montana Office of Public Instruction  
Linda McCulloch Superintendent [www.opi.mt.gov](http://www.opi.mt.gov)

# MontCAS, Phase 2 CRT-Alternate (CRT-Alt)

Spring 2008

Test Administrator Training  
Grades 3-8 and 10 in Reading and Math  
Grades 4, 8, and 10 in Science  
Presentation 2:  
Test Structure and Implementation

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1

## Implementation Checklist

- Summarizes key procedures to follow during Test Administration
- Look for this document in the Test Materials Kit

### Implementation Checklist/Self Check Checklist for CRT-Alt Spring, 2008

Please review this checklist before you start to administer the CRT-Alt as a final reminder of all components of the test preparation and implementation period.

#### Preparation Activities

- ☐ I have viewed the Training CD or attended training about the administration of this test.
- ☐ I have reviewed the student test booklet and testing materials.
- ☐ If needed for this student, I have modified the testing materials.
- ☐ If needed for this student, communication supports have been prepared.
- ☐ Materials not provided for the test have been located, are organized, and available for this test administration.
- ☐ If needed, I have found a second person to assist with the administration of this test.
- ☐ I have scheduled test administration for periods of time that match the student's attention span and endurance, breaking it up into multiple sessions as needed.
- ☐ Test administration will occur in a location in which the student can work without interruptions.

#### Implementation Practices

- ☐ Introductory items were implemented without scaffolding, scored as either a "1" or a "0".
- ☐ For each item, the student was given with an opportunity to respond independently before any scaffolding was provided.
- ☐ Scores for each item were given based on the level of scaffolding that was necessary in order for the student to make a correct response.
- ☐ Student responses that required complete teacher assistance were given a score of "1".
- ☐ If a student actively resisted responding to a test item, this item was given a score of "0".
- ☐ If a student received a score of "0" for 3 consecutive test items, the halting rule for the designated test grade level was used.

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2



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# Test Booklet: Organization Grades 3, 5, 6 and 7, Reading and Math

Student Name: \_\_\_\_\_  
School Name: \_\_\_\_\_  
Teacher/Class Name: \_\_\_\_\_  
District Name: \_\_\_\_\_

Montana Comprehensive Assessment System  
(MontCAS, Phase 2)  
Criterion-Referenced Test Alternate Assessment  
(CRT-Alternate)

CRT-Alternate Test Booklet  
Spring 2008  
Reading and Mathematics  
Grade 6

SECURE MATERIALS. THIS TEST BOOKLET MUST BE RETURNED TO MEAS.  
MAY BE DUPLICATED ONLY BY SYSTEM TEST COORDINATORS

End of  
Reading  
Tasklet 1

CRT-Alternate  
Reading and Mathematics Grade 3

Contents

Tasklet	Pages
Tasklet 1	3-10
Tasklet 2	11-17
Tasklet 3	18-24
Tasklet 4	25-31
Tasklet 5	32-40

Mathematics

Tasklet 1	43-50
Tasklet 2	51-56
Tasklet 3	57-62
Tasklet 4	63-68
Tasklet 5	69-74

The following information will be collected in the Student Response Booklet for each student after the administration of EACH content area for grades 3, 5, 6 and 7:

Content area/operation	YES	Assessment materials used	YES
1. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	16. Materials consisted primarily of written text.	<input type="radio"/>
2. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	17. Materials were primarily content (e.g., problem sets, open-ended).	<input type="radio"/>
3. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	18. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
4. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	19. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
5. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	20. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
6. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	21. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
7. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	22. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
8. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	23. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
9. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	24. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
10. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	25. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
11. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	26. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
12. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	27. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
13. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	28. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
14. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	29. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
15. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	30. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>

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3

# Test Booklet: Organization Grades 4, 8 and 10

Student Name: \_\_\_\_\_  
School Name: \_\_\_\_\_  
Teacher/Class Name: \_\_\_\_\_  
District Name: \_\_\_\_\_

Montana Comprehensive Assessment System  
(MontCAS, Phase 2)  
Criterion-Referenced Test Alternate Assessment  
(CRT-Alternate)

CRT-Alternate Test Booklet  
Spring 2004  
Reading and Math  
Grade 4

SECURE MATERIALS. THIS TEST BOOKLET MUST BE RETURNED TO MEAS.  
MAY BE DUPLICATED ONLY BY SYSTEM TEST COORDINATORS

Break  
if  
needed.

CRT-Alternate  
Reading and Mathematics Grade 4

Contents

Tasklet	Pages
Tasklet 1	3-10
Tasklet 2	11-17
Tasklet 3	18-24
Tasklet 4	25-31
Tasklet 5	32-40

Mathematics

Tasklet 1	43-50
Tasklet 2	51-56
Tasklet 3	57-62
Tasklet 4	63-68
Tasklet 5	69-74

The following information will be collected in the Student Response Booklet for each student after the administration of EACH content area for grades 4, 8 and 10:

Content area/operation	YES	Assessment materials used	YES
1. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	16. Materials consisted primarily of written text.	<input type="radio"/>
2. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	17. Materials were primarily content (e.g., problem sets, open-ended).	<input type="radio"/>
3. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	18. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
4. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	19. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
5. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	20. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
6. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	21. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
7. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	22. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
8. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	23. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
9. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	24. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
10. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	25. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
11. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	26. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
12. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	27. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
13. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	28. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
14. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	29. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>
15. The student used either the information assessment or the alternate assessment.	<input type="radio"/>	30. How helpful were the test materials in the reading of an answer? (1 = not very helpful - 4 = extremely helpful)	<input type="radio"/>

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4

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## Assessment Format

Material	Activity Steps Teacher will:	Student Work Student will:	Performance Indicators Use Scoring Guide TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
The materials that are needed for each item and suggested student communication supports and strategies that may be helpful for some students are described in this column. Most materials can be found in the Material Kit, but some materials teachers need to supply.	This column contains information about how to display task materials and prepare the student for the question. A script for the teacher appears in bold and italicized print, suggests language that can be used to present the item. The script is intended as a guide only, and should be adapted by the teacher as needed.  Information on how to scaffold levels 3, 2, and 1 of the rubric for items that are scored at levels 4 through 0 is also provided in this column.	The correct student response and/or an explanation of how the student should be responding is provided in this column.	The performance indicator that is assessed by each item is identified in this column. The performance indicators come from the Montana Standards and Expanded Benchmarks. The performance indicator number and expanded benchmark number referenced to the Expanded Benchmarks document are also identified in this column.

## Test Materials

### Materials

11.

- Five \$5 bills
- Calculator or multiplication tables

five dollars



ten dollars



### Communication support strategies:

- Student can select response from a display of 4 number symbols.

twenty dollars



fifteen dollars





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## Other Materials Needed: Reading and Math Grades 4, 8, and 10

### Materials Provided:

- "Who, What, Where" template (p 24 or modified format in materials kit)
- *Seaman's Journal: On the Trail With Lewis and Clark*, by Patricia Reeder Eubank
- Reading passage (modified format in materials kit)
- Time line

### Other Materials Needed:

- Student's typically used reading and writing instrument/tool
- Additional biographies in print and nonprint formats (video or DVD required)
- Materials typically used by the student to communicate (e.g., communication device, objects, switches eye gaze board, tactile symbols.)

### Reading Grade 4 Materials CD

Your materials kit contains hard copies of each of the items identified in the table below. The Materials CD contains electronic files in case you need to change the materials to meet the needs of your student.

Activity Materials	Communication Supports
4 Choice Grid (item 5) 4 Choice Grid (Item 12) Sentence Strip Grid (Item 14) Sentence Strip Grid (Item 15) 4 Choice Grid (Item 16) 4 Choice Grid (Item 17) 4 Choice Grid (Item 18) 4 Choice Grid (Item 19) 4 Choice Grid (Item 20) Timeline (Item 21)	Yes/No symbols (various items) Picture Schedule Symbols (Item 2)

There are other materials you will need to locate and organize before you begin to administer the test. They are things that are typically available in a school setting.

### Other Activity Materials Needed

3 biographies - print and nonprint formats. ONE MUST BE A VIDEO OR DVD

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7

## Other Materials Needed: Reading and Math Grades 3, 5, 6,7 Science Grades 4, 8, and 10

### Materials Provided

- Ball number cards: 2, 3, 4, 5
- Ball number line
- Worksheet: ants
- Worksheet: children in a line
- Bee number cards
- Bee card template
- Number cards: 4, 5, 6
- Number cards: 1st, 2nd, 3rd

### Other Materials Needed

- 4 counters
- Materials typically used by the student for reading/writing other than what is provided in this kit
- Materials typically used by the student to communicate (e.g., communication device, objects, switches, eye gaze board, tactile symbols)
- Throughout the activity, make any material substitutions necessary to enable the student to understand test questions (e.g., objects, larger print, different pictures, materials in auditory formats).
- Materials provided may need to be further adapted for students who are hearing or visually impaired. Suggestions for adapting materials are in the CRT-Alternate Administration Manual.

### Grade 5 Math Material Summary Form

Mathematics Tasklet 1	
<b>Materials provided in Material Kit:</b>	<b>Teacher supplied materials:</b>
<ul style="list-style-type: none"><li>• Ball number cards: 2, 3, 4, 5</li><li>• Ball number line</li><li>• Worksheet: ants</li><li>• Worksheet: children in a line</li><li>• Bee number cards</li><li>• Bee card template</li><li>• Number cards: 4, 5, 6</li><li>• Number cards: 1st, 2nd, 3rd</li></ul>	<ul style="list-style-type: none"><li>• 4 counters</li></ul>
<b>Mathematics Tasklet 2</b>	
<b>Materials provided in Material Kit:</b>	<b>Teacher supplied materials:</b>
<ul style="list-style-type: none"><li>• Circle template</li><li>• Symbol cards: -, +, x, =</li><li>• Number cards: 0, 1, 7, 14</li><li>• Evidence template: 7 + 0 =</li><li>• Evidence template teacher recording sheet</li><li>• Addition sentence: 2 + 4 = 6</li><li>• 4 options of circle template (if needed)</li><li>• Number line (if needed)</li></ul>	<ul style="list-style-type: none"><li>• 12 counters</li></ul>
<b>Mathematics Tasklet 3</b>	

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8



## Activity Steps Teacher will:

### Activity Steps

#### Teacher Will:

11. Review how \$10 is made up of two \$5 bills.

***“How many \$5 bills are in \$25?”***

Scaffold: [varies based on use of division or multiplication – modify as needed]

Level 3: “You can divide 25 by 5 to get the answer.” Repeat question.

Level 2: Allow student to use calculator or multiplication tables to get answer. “Is the answer four or five?”

Level 1: Demonstrate or assist student in using calculator or multiplication tables to get answer. “There are five \$5 bills in \$25.” Assist student as needed to identify correct response.

- Describes how to prepare for and introduce test item
- Provides script for the questions
- Provides script for scaffolding
- Language may be modified

## Student Work Student Will:

### Student Work Student will:

11. Use division or multiplication to solve equation.

- Identifies the expected student response



## Performance Indicators

### Performance Indicators

#### Use Scoring Guide

TRANSFERS SCORES TO  
STUDENT RESPONSE BOOKLET

#### 7. Identifies a variety of resources.

○ ○ ○ ○ ○  
4 3 2 1 0

Performance Indicator:

1.2.1.1

Expanded Benchmark:

1.2.1

- The performance indicator describes the specific skill that is being assessed by a test item.
- A complete list of performance indicators for math and reading are in the Expanded Benchmarks documents described previously.
- Performance Indicators for each grade and content are released online every year.
- Scoring rubric

## Scoring

### Montana Alternate Assessment Scoring Guide

#### Performance (independence and accuracy)

Used to score every item during the structured observation test activity.

4	3	2	1	0
Student responds accurately and with no assistance.	Student responds accurately when teacher clarifies, highlights important information or reduces the range of options to three.	Student responds accurately when teacher provides basic yes/no questions or forced choices between two options.	Student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance).	Student does not respond or actively resists.

- Scoring and scaffolding are directly related processes
- Except for several introductory items, each item is scored using the rubric above
- The rubric is sensitive to small differences in performance among students that may require assistance in order to respond to the test items



## Scaffolding---→Scoring

*"You will put your name on this worksheet. Which of these is your name?"*

Assist the student to write his/her name on the worksheet.

Scaffold:

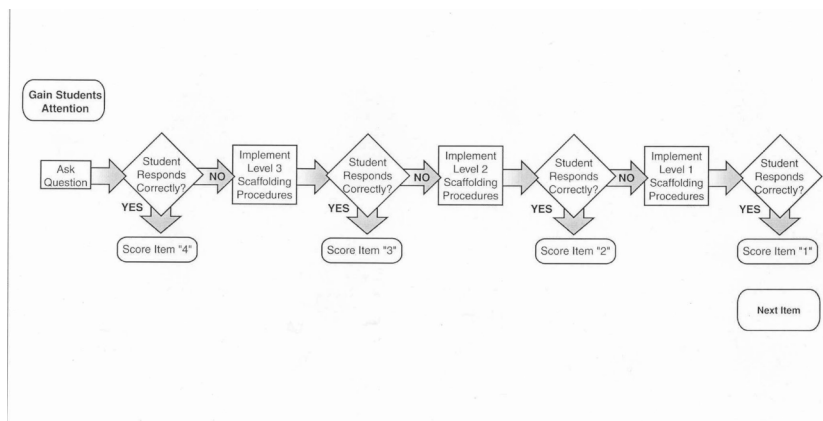
Level 3: Remove one incorrect name. Repeat question.

Level 2: Remove another incorrect name. Repeat question.

Level 1: Remove another incorrect name. "Here is your name. Show me your name." Assist student as needed to identify name.

- ALWAYS allow student the opportunity to respond independently
- Proceed through scaffolding sequentially
- Score response based on level of assistance provided

## Scaffolding/Scoring Sequence





## Dealing with Student Resistance

- Prevention strategies:
  - Frequent breaks
  - Short test periods
  - Scaffolding to support students when they need assistance
- Active resistance is scored as a “0” for inconclusive
- If there are 3 consecutive “0” score, stop the administration of the test
- Resume test at another time, following the scoring rule procedures for halting on the next slides and in the CRT-Alternate Administration Manual

## Scoring Rule for Tasklets Reading and Math Grades 3, 5, 6, 7 Science Grades 4, 8, and 10

- When test is resumed at a different time, readminister the final 3 items on which the student scored a “0”
- If the student again scores a “0” on 3 consecutive items, halt test administration
- If student scores anything other than a “0”, continue testing as before
- If 3 consecutive “0s” are scored again, halt the testing of the tasklet and leave remaining items blank. Continue on to the next tasklet







## Scoring Rule for Activities (Tasks)

### Reading and Math Grades 4, 8 and 10

- When test is resumed at a different time, readminister the final 3 items on which the student scored a “0”
- If the student again scores a “0” on 3 consecutive items, halt test administration
- If student scores anything other than a “0”, continue testing as before
- If 3 consecutive “0” are scored again, halt test and leave remaining items blank.



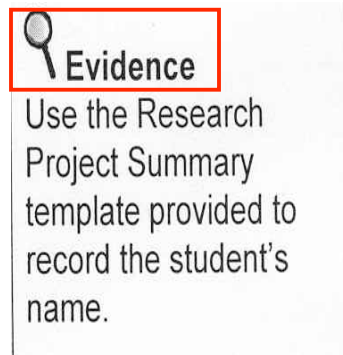
## Introductory Items

Student Work Student will:	Performance Indicators Use Scoring Guide TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
3. Attend to the teacher setting up the activity.	3. Attends to another person demonstrating a procedure.
	0 0
	4 0

- Introductory items are scored on a different scale
- They are often the first few items, but some activities have these type of items in later sections of the test



## Student Evidence

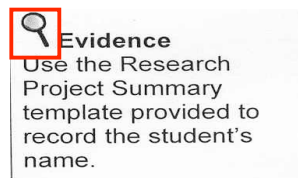


- 2 Forms must be completed for these items
  - Teacher Recording Sheet
  - Evidence Template

## Teacher Recording Sheet for Student Evidence

EVIDENCE TEMPLATE TEACHER RECORDING SHEET					
Reading Tasklet 1		Item 14	Item 15	Item 17	Item 22
Describe how the student communicated their response.	• Used words to respond	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Used communication device/display	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Pointed to/manipulated task materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Used auditory scanning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Used gestures/sign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Other form of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe student's initial response to the task before scaffolding.	• Correct response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• No response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Incorrect response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If applicable, describe the student's response after level 3 scaffolding.	• Correct response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• No response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Incorrect response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If applicable, describe the student's response after level 2 scaffolding.	• Correct response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• No response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Incorrect response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If applicable, describe the student's response after level 1 scaffolding.	• Correct response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• No response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Incorrect response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If applicable, check the box and describe the student's behavior if the student was not responsive to the task.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Place student barcode label here.				






- Record Student's response as the item is administered
- Fill out for each item that requires student evidence





## Evidence Procedures

Research Project Summary Template

name 
animal/topic 
title  Animal Kingdom
animal fact  

- Magnifying glass icon flags items that require evidence
- Choose documentation method based on the way in which the student responds
- Record student's final



**Evidence**  
Use the Research Project Summary template provided to record the student's name.

## Grade Specific Information for Administering the CRT-Alternate

Topic	Tasklets (Reading and Math Grades 3, 5, 6, 7, and Science in Grades 4, 8, and 10)	Activities (Reading and Math in Grades 4, 8, and 10)
<b>Format</b>	<ul style="list-style-type: none"> <li>Tasklet – 5 short activities per content</li> <li>Total of 25 items</li> </ul>	<ul style="list-style-type: none"> <li>1 activity with 22–35 items per content</li> </ul>
<b>Introductory Items</b>	<ul style="list-style-type: none"> <li>First item in each tasklet</li> <li>Designed to get student's attention, introduce the activity, and show materials that will be used</li> <li>Scored at levels 4 or 0 of the rubric</li> </ul>	<ul style="list-style-type: none"> <li>First few items in each activity, and may have 1 or more interspersed in later sections of the activity</li> <li>Designed to get student's attention, introduce the activity, and show materials that will be used</li> <li>Scored at levels 4 or 0 of the rubric</li> </ul>
<b>Breaks</b>	<ul style="list-style-type: none"> <li>Breaks between tasklets</li> </ul>	<ul style="list-style-type: none"> <li>Suggested breaks built into activity</li> </ul>
<b>Reading Passage</b>	<ul style="list-style-type: none"> <li>Page 2 of each reading tasklet</li> </ul>	<ul style="list-style-type: none"> <li>Grade 4 only page 2 of the reading activity</li> </ul>
<b>Student Evidence</b>	<ul style="list-style-type: none"> <li>1-2 tasklets in each content require student evidence</li> <li>2 forms need to be filled out for each item that requires evidence</li> </ul>	<ul style="list-style-type: none"> <li>Each activity requires evidence</li> <li>2 forms need to be filled out for each item that requires evidence</li> </ul>
<b>Scoring Rule</b>	<ul style="list-style-type: none"> <li>Student must try every tasklet.</li> <li>Halt the administration of a tasklet only if the student scores a 0 for three consecutive items after administering the tasklet in two different test sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Halt the administration of the activity after the student scores a 0 for three consecutive items after administering the activity in two different test sessions.</li> </ul>
<b>Materials Kits</b>	<ul style="list-style-type: none"> <li>Tabs in the Materials Kits are labeled by content and tasklet number</li> </ul>	<ul style="list-style-type: none"> <li>Tabs in the Materials Kits are labeled by content and separated by Activity Materials (A.M.) and Communication Supports (C.S.). Within the 2 sections tabs are labeled evidence templates, sentence strips, four-choice grids, number cards, etc.</li> </ul>



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## CRT-Alt Test Materials Kit

- A grade-specific Test Materials Kit is provided for each school in which students are registered for the CRT-Alt
- Kits contain some but not all materials needed for test administration
- Request replacement materials from Measured Progress



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23

## Tasklets: Organization of Activity Material Information

Materials
<p>2.</p> <ul style="list-style-type: none"> <li>• Phrase/picture strips:               <ul style="list-style-type: none"> <li>• Book sale!</li> <li>• Story time!</li> <li>• Bake sale!</li> <li>• Play time!</li> </ul> </li> </ul> <p>Communication support strategies:</p> <ul style="list-style-type: none"> <li>• Student may look at/point to task materials in order to express a choice.</li> <li>• Student may tell teacher to "stop" at desired response as teacher sequentially points to each item.</li> <li>• Request may be rephrased to require a yes/no response (e.g., "Is this happening between 10 and 2?").</li> </ul>

Book sale!



Story time!



Bake sale!



Play time!



MontCAS, CRT-Alternate, Grade 5, Reading, Tasklet 1 – Item 2 Phrase/Picture Strips

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24



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## Test Activities (Tasks) Reading and Math, Grades 4, 8, 10 Activity Materials vs. Communication Support Materials

- Activity Materials (A.M.) items needed by ALL students →
  - Boxes or pictures of chocolate cake mix used in Item 18
  - More than 10 chocolate cake counters or other math counters**Activity Materials**
- Communication Support Materials (C.S.) needed by SOME students →
  - Communication support strategies:
    - Student may select response from a display of 4 numbers OR
    - Student may select desired response on a number line OR
    - Student may stop recorded or spoken sequence of numbers at the correct point.**Communication Support Materials**

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25

## Student Response Booklet (SRB)

MONTANA COMPREHENSIVE ASSESSMENT SYSTEM (MONTCAS, PHASE 2)  
CRT and CRT - ALTERNATE SPRING 2008

All required information must be bubbled if there is no student ID label.

1

- Write student and teacher's name on the Student Response Booklet (SRB) cover
- Place student barcode label where indicated on the cover

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26

## Additional Student Information

Complete appropriate sections of this page after testing is complete.

**Section 1:** Required only for public schools and private schools accredited by the Montana Board of Public Education. **TO BE COMPLETED BY SCHOOL TEST COORDINATOR.**

- ☐ Student not enrolled (For example: homeschooled student)
- ☐ Former LEP (cannot be current LEP)
- ☐ Student enrolled less than 180 hours ago taking a reading or mathematics course.
- ☐ Student not in school entire academic year
- ☐ Student not in district entire academic year
- ☐ ~~Not participated through alternate assessment this year.~~

**Note:** Any student participating in the alternate assessment must be identified as a special education student with an IEP in the AISM student information system.

**Section 2: Required only for public schools and private schools accredited by the Montana Board of Public Education. TO BE COMPLETED BY THE TEST ADMINISTRATOR.**

STANDARD ACCOMMODATIONS <i>(Mark all that apply)</i>	
Reading	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Mathematics	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Science	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
NON-STANDARD ACCOMMODATIONS <i>(Mark all that apply)</i>	
Reading	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Mathematics	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Science	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Section 3: Only for private schools not accredited by the Montana Board of Public Education  
TO BE COMPLETED BY SCHOOL TEST COORDINATOR.**

**(Required Coding)**

☐ Student enrolled in a private non-accredited school

<b>1. GENDER</b> <i>(Please Circle Coding)</i>	<b>2. ETHNICITY</b> <i>(Please Circle Coding)</i>	<b>3. PROGRAM INFORMATION</b> <i>(Please Circle Coding)</i>
<input type="radio"/> Female <input type="radio"/> Male	<i>(Mark only one)</i> <input type="radio"/> American Indian <input type="radio"/> Alaska Native <input type="radio"/> Asian <input type="radio"/> Hispanic <input type="radio"/> Black or African American <input type="radio"/> Native Hawaiian <input type="radio"/> Other Pacific Islander <input type="radio"/> White	<i>(Mark all that apply)</i> <input type="radio"/> SE (student has an IEP) <input type="radio"/> ADA <input type="radio"/> MO <input type="radio"/> GT <input type="radio"/> LE/ELL (Cannot be former LEP) <input type="radio"/> Former LEP (Cannot be current LEP) <input type="radio"/> FRL <input type="radio"/> Significant Cognitive Disability <i>(Student should participate through GET-AL-TU)</i>

Page 2 of the SRB

- Complete Section 1 as appropriate
- The final circle in Section 1 must be bubbled to indicate the student participated in the CRT-Alt
- Do not complete Section 2

# Transfer Student Scores from Test Booklets

GRADE 8 CRT - ALTERNATE READING			
1. 0	0	6. 0 0 0 0 0	11. 0 0 0 0 0
2. 0	0	7. 0 0 0 0	12. 0 0 0 0 0
3. 0	0	8. 0 0 0	13. 0 0 0 0 0
4. 0 0 0 0 0	9. 0 0 0 0 0	14. 0 0 0 0 0	15. 0 0 0 0 0
5. 0 0 0 0 0	10. 0 0 0 0 0	16. 0 0 0 0 0	20. 0 0 0 0 0
			21. 0 0 0 0 0
			22. 0 0 0 0 0
			23. 0 0 0 0 0
			24. 0 0 0 0 0

[illegible]

15

GRADE 8 CRT - ALTERNATE MATHEMATICS			
1. 0	0	8. 0-0-0-0-0-0	15. 0-0-0-0-0-0
2. 0	0	9. 0-0-0-0-0	16. 0-0-0-0-0
3. 0	0	10. 0-0-0-0-0	17. 0-0-0-0-0
4. 0	0	11. 0-0-0-0-0	18. 0-0-0-0-0
5. 0-0-0-0-0	12. 0-0-0-0-0	19. 0-0-0-0-0	20. 0-0-0-0-0
6. 0-0-0-0-0	13. 0-0-0-0-0	20. 0-0-0-0-0	21. 0-0-0-0-0
7. 0-0-0-0-0	14. 0-0-0-0-0	21. 0-0-0-0-0	22. 0-0-0-0-0

[illegible]

18

GRADE 8 CRT - ALTERNATE SCIENCE				
TABLET 1	TABLET 2	TABLET 3	TABLET 4	TABLET 5
1. 0 0 0 0 0	1. 0 0 0 0 0	1. 0 0 0 0 0	1. 0 0 0 0 0	1. 0 0 0 0 0
2. 0 0 0 0 0	2. 0 0 0 0 0	2. 0 0 0 0 0	2. 0 0 0 0 0	2. 0 0 0 0 0
3. 0 0 0 0 0	3. 0 0 0 0 0	3. 0 0 0 0 0	3. 0 0 0 0 0	3. 0 0 0 0 0
4. 0 0 0 0 0	4. 0 0 0 0 0	4. 0 0 0 0 0	4. 0 0 0 0 0	4. 0 0 0 0 0
5. 0 0 0 0 0	5. 0 0 0 0 0	5. 0 0 0 0 0	5. 0 0 0 0 0	5. 0 0 0 0 0
6. 0 0 0 0 0				

TEST ACTIVITY INFORMATION	
<b>Test activity description and purpose</b>	<b>Test activity objectives</b>
<p>1. Test the ability of the system to process data.</p> <p>2. Test the ability of the system to store data.</p> <p>3. Test the ability of the system to retrieve data.</p> <p>4. Test the ability of the system to update data.</p> <p>5. Test the ability of the system to delete data.</p> <p>6. Test the ability of the system to perform calculations.</p> <p>7. Test the ability of the system to generate reports.</p> <p>8. Test the ability of the system to handle errors.</p> <p>9. Test the ability of the system to maintain security.</p> <p>10. Test the ability of the system to interface with other systems.</p>	<p>1. Verify that the system can process data correctly.</p> <p>2. Verify that the system can store data correctly.</p> <p>3. Verify that the system can retrieve data correctly.</p> <p>4. Verify that the system can update data correctly.</p> <p>5. Verify that the system can delete data correctly.</p> <p>6. Verify that the system can perform calculations correctly.</p> <p>7. Verify that the system can generate reports correctly.</p> <p>8. Verify that the system can handle errors correctly.</p> <p>9. Verify that the system can maintain security correctly.</p> <p>10. Verify that the system can interface with other systems correctly.</p>
<b>Test activity results</b>	<b>Test activity conclusions</b>
<p>1. The system was able to process data correctly.</p> <p>2. The system was able to store data correctly.</p> <p>3. The system was able to retrieve data correctly.</p> <p>4. The system was able to update data correctly.</p> <p>5. The system was able to delete data correctly.</p> <p>6. The system was able to perform calculations correctly.</p> <p>7. The system was able to generate reports correctly.</p> <p>8. The system was able to handle errors correctly.</p> <p>9. The system was able to maintain security correctly.</p> <p>10. The system was able to interface with other systems correctly.</p>	<p>1. The system was able to process data correctly.</p> <p>2. The system was able to store data correctly.</p> <p>3. The system was able to retrieve data correctly.</p> <p>4. The system was able to update data correctly.</p> <p>5. The system was able to delete data correctly.</p> <p>6. The system was able to perform calculations correctly.</p> <p>7. The system was able to generate reports correctly.</p> <p>8. The system was able to handle errors correctly.</p> <p>9. The system was able to maintain security correctly.</p> <p>10. The system was able to interface with other systems correctly.</p>

17



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## Teacher Questionnaire

- Yellow Questionnaire from CRT-Alternate Student Kit
- Answer questions using bubbles 21, 22, and 23 on page for “State Use Only” in student’s SRB
- Page numbers for “State Use Only” are in the table on slide 51.
- For a grade 3 student, answer questions directly on the yellow form and return with the Test Booklet.

Student / Scores			
1. 0.0000	5. 0.0000	9. 0.0000	13. 0.0000
2. 0.0000	6. 0.0000	10. 0.0000	14. 0.0000
3. 0.0000	7. 0.0000	11. 0.0000	15. 0.0000
4. 0.0000	8. 0.0000	12. 0.0000	16. 0.0000

State Use Only		
21. 0.0000	22. 0.0000	23. 0.0000

19

29

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## Student Response Booklet (SRB) Grids and Teacher Questionnaire by Grade

Grades	Answer Grid	Teacher Questionnaire
3	Pages 3 and 4	Answer questions directly on the questionnaire and return with materials to Measured Progress
5, 6, and 7	Pages 13 and 14	State Use, bubbles 21, 22, 23, page 15
4, 8, and 10	Pages 15, 16, and 17	State Use, bubbles 21, 22, 23, page 19

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30

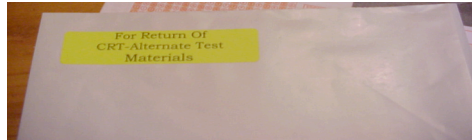




## Labeling CRT-Alternate Materials

- The following CRT-Alternate materials must be labeled with the Student's name:
  - Student Response Booklet (SRB)
    - The barcode label or a state student ID are also required
  - CRT-Alternate Test Booklet
  - Student Evidence Templates
  - Teacher Recording Sheets

## Returning Student Materials



- Place the following materials in the white plastic envelope labeled “For Return of CRT-Alternate Student Materials”
  - CRT-Alternate Test Booklet
  - Student Evidence Templates
  - Teacher Recording Sheets
  - Student Response Booklet (SRB)
  - Material Replacement Order Form
  - Teacher Questionnaire (Grade 3 only)







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## Returning Material Kits



- Please return Material Kits to your System Test Coordinator after testing for storage.

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33

## Contact Information and Questions

- Judy Snow – OPI policy, bar code labels
  - (406) 444-3656
  - [jsnow@mt.gov](mailto:jsnow@mt.gov)
- Gail McGregor – customizing the test for individual students
  - (406) 243-2348
  - [mcgregor@ruralinstitute.umt.edu](mailto:mcgregor@ruralinstitute.umt.edu)
- Jake Goldsmith – extra materials, returning tests
  - 1-800-431-8901 extension 2239
  - [jgoldsmith@measuredprogress.org](mailto:jgoldsmith@measuredprogress.org)

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34



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## End of Test Structure and Implementation

- Please exit and choose another presentation